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ABSTRACT

This is the second annual report on the status of bilingual/cross-cultural teacher preparation in California. The intent of the legislation behind this effort is to increase the ranks of qualified and credentialed bilingual teachers to better serve public school bilingual programs. Following an introduction that gives the legislative background to the Commission's activities in this area, the following topics are dealt with: (1) bilingual/cross-cultural teacher preparation programs in California; (2) system of reporting to the Commission; (3) definitions of state programs, emphasis programs, specialist instruction programs, hard money and soft money; (4) status of emphasis programs; (5) status of specialist instruction programs; (6) federal-funded programs; and (7) activities of the Commission - program approvals, bilingual workshops, direct application, emergency credential, summary. The appendices include: (1) Senate Bill 1355 (Moscone) 1973; (2) a sample bilingual/cross-cultural career ladder program; (3) Commission Data Collection and Reporting Form 1975; (4) bilingual education programs in the California state university and colleges, 1975; (5) California community colleges with approved bilingual career ladder programs; (6) University of California Annual Report on Bilingual Program Activity in Compliance with Education Code Section 5768.2; and (7) California State University and Colleges Annual Report on Bilingual Program Activity in Compliance with Education Code Section 5768.2 (CFM)

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# STATUS REPORT ON THE BILINGUAL/CROSS-CULTURAL TEACHER PREPARATION AND TRAINING ACT OF 1973

to

THE CALIFORNIA STATE LEGISLATURE

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE · NATIONAL INSTITUTE OF EDUCATION

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by

THE COMMISSION FOR TEACHER PREPARATION AND LICENSING

DR. PETER L. LoPRESTI
EXECUTIVE SECRETARY

APRIL, 1976

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STATUS REPORT ON THE BILINGUAL/CROSS-CULTURAL
TEACHER PREPARATION AND TRAINING ACT OF 1973

## INTRODUCTION

In compliance with Chapter 1096, Division 6, Section 5768.2 of the Education Code, Statutes of 1973, the Commission is submitting its second annual report on the status of bilingual/cross-cultural teacher preparation in the State of California. The intent of this legislation is to increase the ranks of qualified and credentialed bilingual/cross-cultural teachers, to better serve both existing public school bilingual programs and new bilingual programs as they become available.

The act requires six (6) major tasks to be performed, four of which were assigned to the Commission for Teacher Preparation and Licensing (CTPL). A copy of the legislation, S.B. 1335 (Moscone) may be found in Appendix A.

> Education Code Section 5768.2 requires the Commission to provide yearly reports on the status of publicly-funded bilingual/cross-cultural teacher preparation programs.

A full account of this past year's activities follows later in this report.

> Education Code Section 5768.4 of the law provides for the design of career ladder programs to allow bilingual teacher aides to become fully certificated teachers. It also specified that credit toward credential requirements may be granted for classroom experience as a teacher aide.

The career ladder program was designed, adopted and included in the Commission's first annual report, January 10, 1975, to the Legislature.

> Education Code Section 5768.6 requires the establishment, in not less than five public institutions of higher education, of a comprehensive language and culture curriculum for certificated teachers which would lead to a Specialist credential in bilingual/cross-cultural education by September 1, 1974. (Appendix B)

This mandate was met and exceeded by the above designated date. Nine (9) specialists programs were approved, seven from the California State Universities and Colleges, and two (2) from the University of California. This information was contained in last year's report.

> Education Code Section 5769 establishes a Bilingual Teacher Development Grant Program to administer financial aide in accordance with criteria established by the Commission for Teacher Preparation and Licening. Not less than 75% of the available funds are to go to bilingual teacher aides participating in the career ladder program. Experienced teacher aides who are already bilingual/bicultural and under utilized certificated teachers, shall be the primary sources for training under the provisions of these statutes.

Criteria for the awarding of the grants was developed and included in the first annual report.

## BILINGUAL/CROSS-CULTURAL TEACHER PREPARATION PROGRAMS IN CALIFORNIA

Governing boards of the three systems of public higher education are required to report to the Commission yearly on the status of bilingual/cross-cultural programs within their institutions pursuant to Chapter 1096, Division 6 of Education Code section 5768.2, Statutes of 1973. These reports provide a data base on which to assess needs, growth trends, and developments in the field of bilingual education as well as to facilitate further action. A five-year reporting schedule on a yearly basis from 1974 through July 1, 1979, has been set as follows:

HIGHER EDUCATION INSTITUTION

REPORTING SCHEDULE

| | November 15 | December | January |
|---|---|---|---|
| Regents Univ. of Calif.<br>Trustees State Colleges/ Universities<br>Board of Gov. Calif. Community Colleges | To CTPL by November of each year | data collection follow-up and analysis | data analysis, compilation and report-preparation |

| February 15 | March |
|---|---|
| CTPL reports to the legislature | reports to colleges and universities (on request) |

## REPORT SYSTEM

The Commission contacted the three governing boards in early September 1975 and provided a copy of a reporting form developed specifically to provide data for this annual report. This report is a summary of the reports submitted by the University of California (November 19, 1975) and the California State University and Colleges (January 22, 1976). As of the writing of this report the California Community Colleges has not filed a report with the Commission. If the Commission receives a report it will be forwarded immediately.

The information requested from the three systems of public higher education will provide an overall statewide picture of State, Federal and local efforts in bilingual/cross-cultural teacher preparation. The reporting form includes: (1) Name of institution(s) offering a program; (2) name of credential, certificate or academic major program; (3) division or department offering the program; (4) source of funds; (5) pre- or in-service training program leading to a credential; (6) identifying the bilingual population being served; (7) allocation of faculty; and (8) total dollar support, soft or hard money. A sample of the reporting form can be found in Appendix B.

## DEFINITIONS

State programs are defined to mean State of California line item budget expenditures appropriated by the Legislature to public institutions of higher education. From these monies, professional and clerical personnel are employed to develop and implement the credential program.

Emphasis programs are multiple or single subject bilingual/cross-cultural teacher preparation programs which prepare individuals to be teachers of multiple subject matter instruction or specified subject matter courses both in English and another language. The programs develop bilingual/cross-cultural teaching skills and strategies in addition to the teaching skills and competencies necessary for managing regular classes in English.

Specialist instruction programs are Commission approved credential programs requiring advanced preparation and special bilingual/cross-cultural skills and competence. The professional competency requirements are contained in the Commission's approved Bilingual/Cross-Cultural Specialist Manual for developing, evaluating, and approving professional preparation program plans.

Hard money is money that is a permanent line item of an agency's budget allocated on a yearly basis. These monies support permanent services and functions in an agency and may be expected to be continued.

Soft money is money that is a non-permanent line item of an agency's budget allocated from year to year. These monies can come from one of several sources such as federal and state grants, public and private foundation grants, and other sources.

## STATUS OF EMPHASIS PROGRAMS

### UNIVERSITY OF CALIFORNIA

To date no University of California campus is approved to offer a bilingual/cross-cultural emphasis program. Several institutions, Berkeley, Davis, Los Angeles, and Santa Barbara, are currently seeking approval while another two or three campuses are expected to seek approval later this academic year.

### CALIFORNIA STATE UNIVERSITY AND COLLEGES

There are nine (9) California State University and Colleges approved for the emphasis credential program. They are Bakersfield, Chico, Dominguez Hills, Hayward, Long Beach, Los Angeles, San Bernardino, San Diego, and San Jose. They are preparing teacher candidates to work with the Mexican-American pupil. Additional campuses are developing the emphasis program for approval. Three institutions are specifically developing an emphasis program that prepares teacher candidates to work with Cantonese speaking Chinese pupils.

These programs are supported mainly by state monies earmarked for teacher preparation. Eight (8) of the institutions received special state grant monies from the Bilingual Teacher Corps program (AB 2817). Although the institutions received a total of $529,000 almost all of it goes directly to students in the program and only a small percentage (8% to 10%) is for the fiscal administration of the grant program. The nine (9) institutions estimate that they will prepare two hundred and forty (240) individuals via the bilingual/cross-cultural emphasis program this year (June 1976). That number

will increase to three hundred and forty five (345) in 1977 and five-hundred and fifteen (515) in 1978. A detailed chart may be found in Appendix C detailing grant monies received and type of programs approved.

## STATUS OF SPECIALIST INSTRUCTION PROGRAMS

### UNIVERSITY OF CALIFORNIA

There are two (2) specialist credential programs approved for the University of California at Irvine and Santa Barbara. Irvine reports that their training program is directed toward the Chicano pupil. It has forty-one (41) candidates in the program and is supported by both soft and hard money. Santa Barbara is also preparing specialists to work with the Mexican-American pupils. It has twenty to twenty-five (20-25) candidates in the program. Its fiscal support is all hard money. State statutes require that the specialist credential be issued only to a person who already has completed the requirements for a basic teacher credential and meet all other legal requirements and regulations. Several other campuses plan to submit program plans for approval this year.

### CALIFORNIA STATE UNIVERSITY AND COLLEGES

There are twelve (12) specialists programs approved for the California State University and Colleges. They are Bakersfield, Dominguez Hills, Fullerton, Hayward, Long Beach, Los Angeles, Northridge, Sacramento, San Diego, San Francisco, San Jose, and Sonoma.

The majority of the credential programs are supported by state hard money although a few institutions are using soft money positions. The twelve (12) approved institutions report an enrollment of four-hundred and eighty (480) of which they expect to recommend two-hundred and forty (240) bilingual/cross-cultural specialist credential candidates for credentials in 1976. They project that number of specialist graduates will increase to four-hundred and three (403) in 1977 and to five-hundred and fifty (550) in 1978.

Target languages and cultures for which programs are being operated include Mexican-American, Black, Native American, Pan Asian, Chinese, Chicano, Afro, Japanese, Portuguese, Black-American, La Raza.

COMMISSION APPROVED BILINGUAL/CROSS-CULTURAL
SPECIALIST CREDENTIAL PROGRAMS

TABLE I

| University of California | | TARGET POPULATION | NUMBER OF STUDENTS |
|---|---|---|---|
| 1. | Irvine | Mexican-American | 41 |
| 2. | Santa Barbara | Mexican-American | 20-25 |
| | | Sub-Total. . . . . | 66 |
| California State University and Colleges | | | |
| 1. | Bakersfield | Mexican-American | |
| 2. | Dominguez Hills | Mexican-American | |
| 3. | Fullerton | Mexican-American | |
| 4. | Hayward | Mexican-American | |
| 5. | Long Beach | Mexican-American<br>Black | |
| 6. | Los Angeles | Mexican-American<br>Afro American<br>Chinese<br>Japanese | |
| 7. | Northridge | Mexican American | |
| 8. | Sacramento | Mexican-American<br>Chinese<br>Black-American<br>Japanese<br>Portuguese | |
| 9. | San Diego | Mexican-American<br>Black-<br>Pan-Asian<br>Native-American | |
| 10. | San Francisco | Latin-American<br>Chinese | |
| 11. | San Jose | Mexican-American | |
| 12. | Sonoma | Mexican-American | |
| | | Sub-Total. . . . . | 240 |
| TOTAL PUBLIC INSTITUTIONS OF HIGHER EDUCATION . . . . . | | | 306 |

University of the Pacific, Stockton, a private institution is also approved for the specialist credential program. They estimate that they will prepare twenty-five (25) credential candidates this year.

## FEDERAL FUNDED PROGRAMS

### UNIVERSITY OF CALIFORNIA

None of the University of California campuses receive any federal monies for bilingual/cross-cultural pre- or in-service training leading to a credential. Several have filed letters of intent to develop a proposal seeking E.S.E.A. Title VII Bilingual Education Funds for the next academic year 1976-77. The proposals are for both pre- and in-service training programs.

### CALIFORNIA STATE UNIVERSITY AND COLLEGES

Seven (7) campuses will receive Federal Elementary and Secondary Education Act (ESEA) Title VII Bilingual Education Funds this fiscal year totaling $3,057,392 and Federal Teacher Corps funds totaling $220,000 for a wide variety of projects in bilingual education (Appendix D). The activities include undergraduate and graduate fellowship programs at Bakersfield, Los Angeles, Sacramento and San Diego that lead either to the emphasis or specialist instructional credential. Hayward and San Diego received funds for bilingual/cross-cultural faculty development. Other institutions such as Fullerton, San Diego and San Jose were funded to conduct in-service bilingual teacher training programs for public school district personnel in need of this service. San Jose in-service training program is funded by a Teacher Corps Project. A bilingual/bicultural materials development project at Pomona and a resource center at San Diego were also funded through Title VII grant monies. Although the projects are not directly involved with teacher preparation, it is developing materials and resources that can and will be used in bilingual teacher preparation.

## LOCAL PROGRAMS

A "Locally Funded" California Community College program is one which is supported by local property taxes, and which provides the beginning steps of the career ladder to a teaching credential or is primarily in-service in nature and does not lead to a teaching credential. Community colleges are beginning to experiment with curriculum programs that lead to an Associate of Arts degree or certificate in bilingual/cross-cultural teacher assisting. The major impetus for these programs derives from California Education Code Section 25519.5, Statutes of 1971 (AB 498 Short), which authorizes community colleges to offer an AA degree in bilingual-bicultural teacher assisting.

Local Programs (Cont'd)

Since the first annual report, which included a bilingual/cross-cultural career ladder program, from the community college level through the fifth year at the university, most community colleges are developing a transfer program with a minimum loss of college credit toward a BA degree. The Commission's exemplary career ladder program has been the basic model used by community colleges when they develop "Articulation Agreements" with the Commission approved Bilingual Teacher Corps (AB 2817) programs. Twelve (12) community colleges have developed bilingual career ladder programs (Appendix E) and are developing articulation agreements with teacher preparation institutions.

## ACTIVITIES OF THE COMMISSION

### PROGRAM APPROVALS

In the brief period from May 1975 to present the state has progressed from no Bilingual/Cross-Cultural Specialist Instruction Credential programs to fifteen (15) Commission approved programs and from no Multiple and Single Subject Credential Programs with a Bilingual/Cross-Cultural Emphasis to nine (9) approved programs. The teacher preparation institutions estimate that they will recommend three-hundred (300) persons for the specialist credential and two-hundred and forty (240) persons for the emphasis credential this academic year (1975-1976). These numbers are expected to increase next year and succeeding years.

### BILINGUAL WORKSHOPS

Even before the Bilingual/Cross-Cultural Teacher Preparation and Training Act became law the Commission took steps to improve planning and coordination of all aspects of bilingual teacher preparation. It established a common base of information for dissemination to the teacher preparation institutions in the forms of specialist and emphasis program guidelines for the development, review and approval of their programs. The next most helpful assistance given to the institutions has been two state-wide bilingual teacher trainer workshops held in San Diego. The first was held June 1974, and the Second March 1975. These workshops not only served as a forum to clarify and elucidate on the aforementioned guideline but also served as a sharing forum for bilingual teacher trainers. The coming together, in one place, afforded the trainers the opportunity to share the most current professional information regarding bilingual teacher preparation.

### DIRECT APPLICATION

The enactment of Assembly Bill 1688 in 1975 required the Commission to receive direct applications for the Clear Specialist Instruction credentials until September 15, 1977. One of these credentials is the Bilingual/Cross-Cultural Specialist Instruction Credential. This law became effective January 1, 1976 and the Commission is developing Title 5 regulations to implement the statute.

Specific requirements for the Bilingual/Cross-Cultural Specialist Instruction Credential may be obtained on request to the Commission.

## EMERGENCY CREDENTIAL

The Commission at its January meeting declared that an emergency shortage of bilingual/cross-cultural classroom teachers exists. On January 9 the Commission determined to establish an Emergency Bilingual/Cross-Cultural Instruction Credential. The Commission reviewed proposed Title 5 regulations for the issuance of this new credential the same day and a public hearing of the Title 5 regulations for the new credential was set. It is anticipated that this provision will be fully implemented for the 1976-77 school year.

## SUMMARY

The Commission has given substantial leadership to bilingual/cross-cultural teacher education with limited resources. Human and material resources at its disposal were allocated to establish standards for bilingual teacher certification and preparation where none existed. It has been sensitive to the needs of public schools and will continue to seek help from local communities and respond to all constructive suggestions from responsible individuals and groups.

of that date is repealed.

SEC. 2. There is hereby appropriated from the General Fund the sum of four hundred ninety thousand dollars ($490,000) to the Commission for Teacher Preparation and Licensing for purposes of implementing the Bilingual-Crosscultural Teacher Preparation and Training Act of 1973 pursuant to Chapter 5.77 (commencing with Section 5768) of Division 6 of the Education Code and to the State Scholarship and Loan Commission for grant programs established pursuant to this act, to be apportioned according to the following schedule:

| | |
|---|---|
| (a) For purposes of implementing the Bilingual-Crosscultural Teacher Preparation Program .... | $20,000 |
| (b) For the Bilingual Teacher Development Grant Program for the 1974–75 fiscal year ..... | $145,000 |
| (c) For the Bilingual Teacher Development Grant Program for the 1975–76 fiscal year ..... | $155,000 |
| (d) For the Bilingual Teacher Development Grant Program for the 1976–77 fiscal year ..... | $170,000 |
| Total of schedule ..... | $490,000 |

Funds appropriated to the State Scholarship and Loan Commission for the purposes of this act but not expended shall be carried over to the next fiscal year. Not more than ten thousand dollars ($10,000) may be used by the State Scholarship and Loan Commission for administration of this grant program.

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CHAPTER 1096

*An act to add and repeal Chapter 5.77 (commencing with Section 5768) of Division 6 of the Education Code, relating to bilingual-crosscultural teacher preparation, and making an appropriation therefor.*

[Approved by Governor October 2, 1973. Filed with Secretary of State October 2, 1973.]

I am reducing the appropriation contained in Section 2 of Senate Bill No. 1335 from $490,000 to $20,000 by deleting the appropriations contained in schedules (b) $145,000, (c) $155,000 and (d) $170,000.

The $20,000 appropriation left in this bill should be adequate to design a career ladder for bilingual aides. The ladder should be an incentive for aides to continue on to become fully certificated bilingual teachers.

There appears to be sufficient available funds to enable bilingual aides to continue their education without the creation of a new grant award system.

With the above reduction, I approve Senate Bill No. 1335.

RONALD REAGAN, Governor

LEGISLATIVE COUNSEL'S DIGEST

SB 1335, Moscone. Bilingual and crosscultural teachers.

Establishes Bilingual-Crosscultural Teacher Preparation and Training Act of 1973.

Requires Commission for Teacher Preparation and Licensing to develop status report on or before January 15th each year and to make such report to Legislature by February 15th of each year re public bilingual-crosscultural program and a 5-year projection of needs.

Requires each governing body of public higher education to make prescribed report by November 15 of each year to Commission for Teacher Preparation and Licensing.

Requires Commission for Teacher Preparation and Licensing to design career ladder programs and provide for grants to allow bilingual aides to become fully certificated bilingual teachers; and, in conjunction with public institutions of higher education, to design a comprehensive language and cultural curriculum for teachers who are already certificated, to enable teachers to qualify for the bilingual-crosscultural specialist credential and to institute such a curriculum in not less than 5 public institutions of higher education not later than September 1, 1974.

Creates Bilingual Teacher Development Grant Program which shall be administered by the State Scholarship and Loan Commission, and prescribes minimum available grants for bilingual aides and teachers.

Requires governing bodies of institutions of public higher education to establish policy of recruitment and appointment of professors of bilingual-crosscultural education by June 1, 1974.

Requires Department of Education to serve as a clearinghouse to assist school districts in a recruitment of personnel, and to submit a five-year projection on need for bilingual-crosscultural teaching personnel by September 1, 1974.

Operative until July 1, 1979.

Appropriates $490,000 for purpose of implementing act and for purposes of awarding grants.

*The people of the State of California do enact as follows:*

SECTION 1. Chapter 5.77 (commencing with Section 5768) is added to Division 6 of the Education Code, to read:

CHAPTER 5.77. BILINGUAL-CROSSCULTURAL TEACHER PREPARATION AND TRAINING ACT OF 1973

5768. The Legislature recognizes that there are several hundred thousand California schoolchildren whose primary languages are not English. These children have shown their ability to perform in bilingual-crosscultural classes and large amounts of money are now available to expand the number of bilingual classrooms. The Legislature recognizes, furthermore, that there is an insufficient number of qualified bilingual-bicultural teachers to staff present projects, and that many more such teachers will be needed as the new projects are established. It is, therefore, the intent of this chapter to establish programs designed to rapidly produce teachers who are fully bilingual, who are sensitive to cultural differences and knowledgeable about the origins of such differences, who can serve as models for these children to emulate, and who will qualify for credentials in bilingual-crosscultural education. Bilingual-bicultural teacher aides and the presently underutilized certificated teacher force shall be primary manpower sources for this program.

5768.2. The Commission for Teacher Preparation and Licensing shall develop, on or before January 15th of each year, a status report on local, state, and federally funded bilingual-crosscultural teacher preparation programs. Such report shall be made to the Legislature not later than February 15th of each year. The Board of Governors of the California Community Colleges, the Trustees of the California State University and Colleges, and the Regents of the University of California shall, by November 15 of each year, report to the Commission for Teacher Preparation and Licensing with reference to their programs in bilingual-crosscultural teacher training. Such report shall include information on special classes or programs leading to a bilingual-crosscultural teaching credential, preservice or in-service programs offered by these institutions to bilingual-bicultural teachers or teacher aides, and the number of persons enrolled in such programs.

5768.4. The Commission for Teacher Preparation and Licensing









shall design career ladder programs which will allow bilingual teacher aides to become fully certificated bilingual teachers. This program shall provide grants for tuition and living expenses to needy applicants for part-time or full-time attendance at any public institution of higher education in California. Up to two years of credit toward credential requirements may be allowed for experience within the classroom as a teacher aide. The career ladder programs shall be adopted by regulations promulgated by the Commission for Teacher Preparation and Licensing and subject to Section 13117.2.

5768.6. The Commission for Teacher Preparation and Licensing shall, with the assistance of a representative appointed by the Superintendent of Public Instruction, the Chancellor of the California Community Colleges, the Chancellor of the California State University and Colleges, the President of the University of California, and with five presently practicing teachers appointed by the Superintendent of Public Instruction, design a comprehensive language and culture curriculum for teachers who are already certificated. Such curriculum shall be designed to enable teachers to qualify for the bilingual-crosscultural specialist credential. Initial programs to assist on the development of this shall be offered at not less than five public institutions of higher education in California, beginning not later than September 1, 1974.

5769. There is hereby established a Bilingual Teacher Development Grant Program. The Scholarship and Loan Commission shall administer the Bilingual Teacher Development Grant Program in accordance with general policies established by the Commission for Teacher Preparation and Licensing. Candidates shall be evaluated according to criteria developed by the Commission for Teacher Preparation and Licensing. Not less than 75 percent of the funds available for grants shall be awarded to bilingual aides participating in the career ladder program prescribed in Section 5768.4. Remaining funds shall be available to needy teachers who are enrolled in the curriculum prescribed in Section 5768.6.

5769.2. The Board of Governors of the California Community Colleges, the Trustees of the California State University and Colleges, and the Regents of the University of California shall, within their respective systems, establish a policy of recruitment and appointment of professors of bilingual-crosscultural education by June 1, 1974.

5769.4. The Department of Education shall serve as a clearinghouse for bilingual-bicultural teaching personnel, and shall, upon request, assist school districts in the recruitment of such personnel.

The Department of Education shall prepare a five-year projection on the needs for bilingual-crosscultural teaching personnel, which shall be submitted to the Legislature by September 1, 1974, and may be updated annually thereafter.

5769.6. This chapter shall be operative until July 1, 1979, and as

## APPENDIX B

### A SAMPLE BILINGUAL/CROSS-CULTURAL CAREER LADDER PROGRAM

| LEVEL I | FIRST SEMESTER OR BLOCK | SAMPLE SEMESTER UNITS | |
|---|---|---|---|
| Freshman | Category[1] | | |
| | (III) Introduction to Bilingual Education | 2 | PARA-PROFES-SIONAL [3] |
| | (III) Social Science (U.S. History/Government) | 3 | |
| | (III) School-Parent-Community Interaction | 2 | |
| | (IV) Target Population's Language | 2 | |
| | (IV) Bilingual Materials & Media Use | 2 | |
| | (II) Mathematics | 2 | EMPLOY-MENT |
| | | 13 | |
| | Electives [2] | 3 | |
| | Total | 16 | |
| | SECOND SEMESTER OR BLOCK | | |
| | Category | | |
| | (II) Basic Mathematics | 2 | |
| | (I) English Composition | 3 | |
| | (II) Health Education | 2 | |
| | (IV) Target Population's Language | 2 | |
| | (I) Children's Literature | 2 | |
| | (IV) Fine Arts Fundamentals | 2 | |
| | | 13 | |
| | Electives [2] | 3 | |
| | Total | 16 | |

[1]Roman Numerals I - IV represent Diversified Liberal Studies Waiver Program and shall be from among the following four categories:

I English
II Mathematics and Physical and Life Science
III Social Science
IV Humanities and/or Fine Arts and/or Foreign Language

[2]Electives are to be taken with a bilingual/cross-cultural focus whenever possible and should be distributed throughout the above categories to provide a minimum of 13 semester units in each category.

[3]The Para-professional may be employed as a teacher aide, teacher assistant, or teacher associate

| LEVEL II | FIRST SEMESTER OR BLOCK | SAMPLE SEMESTER UNITS |
|---|---|---|
| Sophomore | Category | |
| | (I) Speech | 3 |
| | (II) Science (Physical/Natural) | 3 |
| | (IV) Ethnic Studies (Humanities) | 3 |
| | (III) Social Science (U.S. History/Government) | 3 |
| | (IV) Target Population's Language | 2 |
| | ( ) Physical Education | 1 |
| | | 15 |
| | Electives | 1 |
| | Total | 16 |
| | **SECOND SEMESTER OR BLOCK** | |
| | Category | |
| | (III) History, Target Population | 2 |
| | (III) Psychology/Sociology | 3 |
| | (IV) Physical Education for School Children | 3 |
| | (I) English, Grammar | 3 |
| | (IV) Target Population's Language (Linguistics: Sociological and Contrastive Analysis) | 2 |
| | | 13 |
| | Electives | 3 |
| | Total | 16 |
| | **Level I and II Sample Total - 64 semester units** | |

PARA-PROFESSIONAL EMPLOYMENT





PARA-PROFESSIONALS PURSUING EITHER A MULTIPLE SUBJECTS OR A SINGLE SUBJECT TEACHING CREDENTIAL TAKE THE SAME CURRICULUM THE FIRST TWO YEARS.

| LEVEL III Junior | A SAMPLE MULTIPLE SUBJECTS CREDENTIAL MODEL | | A SAMPLE SINGLE SUBJECT CREDENTIAL MODEL | | LEVEL III Junior |
|---|---|---|---|---|---|
| | First Semester | Sample Semester Units | First Semester | Sample Semester Units | |
| | **Professional Preparation** | | **Professional Preparation** | | |
| | (admission to credential program) [4] | 0 | (admission to credential program) [4] | 0 | |
| | (II) Mathematics | 3 | Major: Upper division course work | 9 | |
| | (II) Science (Phys/Life) | 3 | Electives (academic courses | 7 | |
| | Elective Courses for categories (I-IV) | 10 | Total | 16 | |
| | Total | 16 | | | |
| | Second Semester | | Second Semester | | |
| | Foundations (Prof. Prep.) | 3* | Foundations | 3* | |
| | Bil. Curriculum & Instruction | 3* | Curriculum & Instruction (Bilingual) | 3* | |
| | Elective Courses (I-IV) | 10 | Major: Upper division course work | 9 | |
| | Total | 16 | Electives | 1 | |
| | | | Total | 16 | |

[4]Candidates are advised to seek early counseling for credential candidacy status either for the M.S. or S.S. professional preparation program.

*Professional preparation courses should be bilingual/cross-cultural in emphasis.

A SUGGESTED MULTIPLE SUBJECTS CREDENTIAL MODEL

| LEVEL | First Semester | Semester Units |
|---|---|---|
| IV | | |
| Senior | B/CC Student Teaching | 6** |
| | Teaching of Reading | 3** |
| | Elective Courses (I-IV) | 3 |
| | Total | 12 |
| | Second Semester | |
| | B/CC Student Teaching | 6 |
| | Curriculum & Instruction (Bilingual) | 3 |
| | Total | 9 |

A SUGGESTED SINGLE SUBJECT CREDENTIAL MODEL

| First Semester | Semester Units | LEVEL |
|---|---|---|
| B/CC Student Teaching | 6** | IV |
| Teaching of Reading | 3** | Senior |
| Major | 6 | |
| Total | 15 | |
| Second Semester | | |
| B/CC Student Teaching | 6 | |
| Curriculum & Instruction (Bilingual) | 3 | |
| Total | 9 | |

**A credential candidate having two years of bilingual paraprofessional experience in the classroom and holding an Associate of Arts Degree (or 60 semester units) may receive 1-6 semester units of student teaching credit and from 1-4 semester units of professional preparation course work credit toward fulfilling the bilingual professional preparation program requirements upon verification of achievement of required competencies.

**SAMPLE BILINGUAL-CROSSCULTURAL**
CREDENTIAL INSTRUCTIONAL SPECIALIST MODEL
**BASED UPON CAREER LADDER PROGRAM**

| | | | | |
|---|---|---|---|---|
| LEVEL V | SEMESTER I | SUMMER SESSION | SEMESTER II | BILINGUAL/ CROSS-CULTURAL SPECIAL CREDENTIAL CANDIDATE |
| | Target Pop Culture (USA) 3<br>Target Lang. Development 3<br>B/CC Pedagogy 3<br>Field Experience 3 | B/CC Pedagogy 3<br>Field Experience 1-4 | Target Pop. Culture (mother) 3<br>Target Lang. Development (contrastive ling.) 3<br>B/CC Pedagogy 3<br>Field Experience 1-4 | |
| LEVEL VI | Total 26-32 semester units or more depending on the proposed program | | | BILINGUAL/ CROSS-CULTURAL SPECIALIST |

FROM: ☐ Regents of the University of California ☐ Board of Governors of the California Community Colleges

APPENDIX C

☐ State Department of Education ☐ Trustees of the California State Universities and Colleges

| LOCATION(S) OF PROGRAM(S) (COLLEGE/ UNIVERSITY) | NAME OF SPECIAL CREDENTIAL CLASSES* OR CERTIFICATE PROGRAM | DIVISION OR DEPARTMENT | FUNDING SOURCE | | | PROGRAM LEADING TO A CREDENTIAL | | | | TARGET POPULATION SERVED BY EACH PROGRAM | NUMBER OF PERSONS SERVED BY EACH PROGRAM | FACULTY TIME ALLOCATION | TOTAL EXPENDITURES PER PROGRAM 1. CURRENT YEAR 2. BASE YEAR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | FEDERAL | STATE | LOCAL | NO | PRE-SERVICE | IN-SERVICE | YES | | | | |
| 1. | a.<br>b.<br>c. | | | | | | | | | | | | |
| 2. | a.<br>b.<br>c. | | | | | | | | | | | | |
| 3. | a.<br>b.<br>c. | | | | | | | | | | | | |
| 4. | a.<br>b.<br>c. | | | | | | | | | | | | |
| 5. | a.<br>b.<br>c. | | | | | | | | | | | | |

*Briefly describe the emphasis or focus of each special class or organized program listed above on a separate sheet.

APPENDIX D

BILINGUAL EDUCATION PROGRAMS IN
THE CALIFORNIA STATE UNIVERSITY AND COLLEGES, 1975

| | Emphasis | Specialist | Projection E or S | 2817 Program | Amount | Title VII ESEA | Amount | Other Program |
|---|---|---|---|---|---|---|---|---|
| Bakersfield | X | X | | X | 56,100 | X | 18,000 | X |
| Chico | | X | | | | | | X |
| Dominguez Hills | X | X | | X | 28,050 | | | X |
| Fresno | | | X | | | | | |
| Fullerton | | X | X | | | X | 200,000 | |
| Hayward | X | | X | X | 18,700 | X | 100,000 | X |
| Humboldt | | | | | | | | |
| Long Beach | X | X | | X | 93,500 | | | X |
| Los Angeles | X | X | | X | 93,500 | X | 403,000 | X |
| Northridge | | X | | | | | | X |
| Pomona | | | X | | | X | 717,000 | |
| Sacramento | | X | X | | | X | 300,000 | X |
| San Bernardino | X | | X | X | 56,100 | | | X |
| San Diego | X | X | | X | 130,900 | X | 1,319,392 | X |
| San Francisco | | X | X | | | | | X |
| San Jose | X | X | | X | 102,000 | | | X |
| San Luis Obispo | | | | | | | | |
| Sonoma | | X | X | | | | | |
| Stanislaus | | | X | | | | | |
| TOTAL | | | | | 578,850 | | $3,057,392 | |

CALIFORNIA COMMUNITY COLLEGES WITH APPROVED BILINGUAL CAREER LADDER PROGRAMS

APPENDIX E

| NAME OF INSTITUTION | CONTACT PERSON | ADDRESS & PHONE NO. |
|---|---|---|
| Bakersfield College | Jess Nieto, Coordinator of Chicano Studies<br>Dr. Frank Wattron, Dean of Instruction | 1801 Panorama Drive<br>Bakersfield, CA 93305<br>(805) 395-4011 |
| Cerritos College | Olive P. Scott, Director Educational Development | 11110 E. Alondra Blvd<br>Norwalk, CA 90650<br>(213) 860-2451 |
| Long Beach City College | Dr. Stephen Epler, Vice Pres<br>Lorraine Yocky, Bilingual/ Cross-Cultural Program | 1305 E. Pacific Coast Hwy<br>Long Beach, CA 90806<br>(213) 599-2421 |
| Cypress College | Richard McIntosh, Chairman Language Arts Division<br>Enriquetta Ramos, Program Coordinator (BL/BC) | 9200 Valley View Street<br>Cypress, CA 90630<br>(714) 420-4331 |
| DeAnza College | Florin L. Caldwell, Associate Dean of Continuing Education<br>Norma Zoffman | 21250 Stevens Creek Blvd<br>Cupertino, CA 95014<br>(408) 257-5550 |
| East Los Angeles College | Armando M. Rodriquez, President<br>Dr. Frank Sanchez | 5357 Brooklyn Avenue<br>Los Angeles, CA 90022<br>(213) 263-7261 |
| Fresno City College | Frank Weinschenk, Associate Dean of Humanities | 1101 East University Ave<br>Fresno, CA 93741<br>(209) 442-4600 X-396 |
| Gavilan College | William Reimal, Acting Dean of Instruction | 5505 Santa Teresa Blvd<br>Gilroy, CA 95020<br>(408) 842-8221 |
| Modesto Jr. College | Juan H. Alvarez, Director Bilingual/Cross-Cultural A.A. Program | College Avenue<br>Modesto, CA 95350<br>(209) 524-1451 |
| Mt. San Antonio College | John D. Reck, Coordinator Bilingual-Bicultural Program | 1100 North Grand Avenue<br>Walnut, CA 91789<br>(714) 598-2811 |
| Merced Community College | Dr. Noemi Colmenero, Coordinator ESL and Bilingual-Bicultural Program | 3600 M Street<br>Merced, CA 95340<br>(209) 723-4321 |
| Palomar College | E. R. Zevin, Director Special Projects | San Marcos, CA 92069<br>(714) 744-1150 |
| Porterville College | Dr. Jack Hargis, Dean of Instruction<br>Mr. Charles Guerrero | 900 South Main<br>Porterville, CA 93257<br>(209) 781-3130 X-23 |
| San Diego Community College | Dr. Jose Saldivar, Coordinator of Multicultural Education | 3375 Camino [illegible] Rio South<br>San Diego, CA 92108<br>(714) 280-7610 |
| San Jose City College | Otto Roemmich, Chancellor | 2100 Moorpark Avenue<br>San Jose, CA 95128<br>(408) 274-6700 |
| Southwestern College | Donald L. Singer, Vice-President for Academic Affairs | 900 Otay Lakes Road<br>Chula Vista, CA 92010<br>(714) 420-1080 |

APPENDIX F

UNIVERSITY OF CALIFORNIA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

SANTA BARBARA • SANTA CRUZ

~~Clark Kerr~~
*President of the University*

BERKELEY, CALIFORNIA 94720

November 14, 1975

RECEIVED

NOV 17 1975

TEACHER PREPARATION AND LICENSING COMMISSION

Mr. Peter L. LoPresti
Executive Secretary
Commission for Teacher Preparation
and Licensing
1020 - "O" Street
Sacramento, California 95814

Dear Mr. LoPresti:

In compliance with Section 5768.2 of the California Education Code, I am submitting the annual report on bilingual-crosscultural teacher training programs in the University of California.

Please let me know if you have any questions concerning this report, or if you require further information on this subject.

Sincerely,

David S. Saxon
President

Enclosure

cc: w/enclosure

The Honorable Donald L. Grunsky
Chairman, Joint Legislative Budget Committee
The Honorable Anthony C. Beilenson
Chairman, Senate Finance Committee
The Honorable John Francis Foran
Chairman, Assembly Ways & Means Committee
Legislative Analyst A. Alan Post
Joint Legislative Budget Committee
Director of Finance Roy M. Bell
Special Assistant Lowell J. Paige

UNIVERSITY OF CALIFORNIA

REPORT ON BILINGUAL-CROSSCULTURAL

TEACHER TRAINING PROGRAMS

1975-76

The basic information of this report has been incorporated, where possible, onto the form supplied by the Commission for Teacher Preparation and Licensing. The completed forms constitute the bulk of the report. Several campuses have also submitted supplementary materials to round out the information contained on the form. This supplementary information is presented below by campus. Unless otherwise specified, the cost data represent salary costs only, as the allocation of support dollars to these programs is difficult to ascertain.

BERKELEY

Both Multiple-Subject and Single-Subject Credential Programs are presently being developed in accordance with guidelines from the Commission for Teacher Preparation and Licensing for Professional Preparation Programs with a Bilingual-Crosscultural Emphasis. Two contingencies are involved for 1975-76: 1) that these two programs are finally written, authorized by the campus, and approved by the CTPL in time for current students to be included; and 2) passage by the Legislature of legislation authorizing the CTPL to issue "Certificates of Competence" as additional authorizations to the basic teaching credentials.

DAVIS

Bilingual-Crosscultural Programs are offered through both the Department of Education and the Department of Applied Behavioral Sciences. Data for each of these programs are listed separately on the enclosed form.

IRVINE

The program includes a laboratory, individualized programs as models for instructional change, a linguistics program with emphasis in applied linguistics, and an interdisciplinary network involving Teacher Education, the language departments, the Program in Comparative Culture, and Linguistics.

The credential program is almost entirely pre-service, although through the Extended University there are a limited number involved in the in-service program.

LOS ANGELES

The major initiative of the organized program is the "Team C" concept which is designed to provide prospective teachers with an understanding of the major philosophical and sociological ideologies concerning public education in the United States, and their implications for the bilingual-bicultural teacher. Another initiative is the requirement of a crosscultural module in conjunction with coursework. In addition, each student is required to take one student-teaching assignment in a school which represents a cultural environment substantially different from the candidate's own.

RIVERSIDE

A diversified major within the Chicano studies program has been recently accepted for the Multiple-Subject Credential. As this is the program's first year, it is still premature to indicate a precise number of students who will elect this broad major.

Many bilingual Mexican-Americans enroll in the regular Single-Subject and Multiple-Subject Credential Programs. In the Single-Subject area, 9 of the 57 students are bilingual Mexican-Americans, as are 16 of the 87 students in the Multiple-Subject program. The bilingual Single-Subject students are student teaching in Title VII classrooms. Each student, including Anglos, secures experience with multicultural programs in integrated classrooms.

SAN DIEGO

The reported program is entirely for undergraduates and focuses on cross-cultural and child-centered education. The campus is currently seeking approval to include an optional bilingual component.

SAN FRANCISCO

There are no teacher training programs on this campus.

SANTA BARBARA

The program is designed to offer a combination of bilingual-crosscultural classroom experiences and theories for teaching bilingual-bicultural children. Each candidate must demonstrate proficiency in the Spanish language as well as a thorough grounding in four areas: 1) history and culture of Mexico; 2) history and cultural contemporary lifestyle of the Chicano in the U.S.; 3) linguistics (current and historical); and 4) bilingual-crosscultural instructional strategies.

SANTA CRUZ

Programs are offered at both the graduate and undergraduate levels. Areas of instruction include classroom student-teaching experiences as well as prerequisite theory courses in teaching and counseling. The regular Multiple- and Single-Subject Credential Programs at the graduate level have been successful in enrolling Chicanos and Blacks.

FROM: [ ] Regents of the University of California [ ] Board of Governors of the California Community Colleges

[ ] State Department of Education [ ] Trustees of the California State Universities and Colleges

APPENDIX F

| LOCATION(S) OF PROGRAM(S) (COLLEGE/ UNIVERSITY) | NAME OF SPECIAL CREDENTIAL CLASSES* OR CERTIFICATE PROGRAM | DIVISION OR DEPARTMENT | FUNDING SOURCE | | | PROGRAM LEADING TO A CREDENTIAL | | | | TARGET POPULATION SERVED BY EACH PROGRAM (both programs) | NUMBER OF PERSONS SERVED BY EACH PROGRAM | FACULTY TIME ALLOCATION | [illegible] |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | FEDERAL | STATE | LOCAL | NO | PRE-SERVICE | IN-SERVICE | YES | | | | |
| 1. U.C., Berkeley | a. Multiple Subject<br>b. Single Subject<br>c. | Education | | | X | | X | | X | Spanish (Chicano)<br>Cantonese | a) Spanish 7<br>Cantonese 6<br>b) Spanish 7 | 2.0 | Facilities<br>$32,300 (plus fringe benefits, mileage, etc.) |
| 2. | a.<br>b.<br>c. | | | | | | | | | | | | |
| 3. | a.<br>b.<br>c. | | | | | | | | | | | | |
| 4. | a.<br>b.<br>c. | | | | | | | | | | | | |
| 5. | a.<br>b.<br>c. | | | | | | | | | | | | |

*Briefly describe the emphasis or focus of each special class or organized program listed above on a separate sheet.

Filed: [ ] Regents of the University of California [ ] Board of Governors of the [illegible]

[ ] State Department of Education [ ] Trustees of the California State Universities and Colleges

| LOCATION(S) OF PROGRAM(S) (COLLEGE/ UNIVERSITY) | NAME OF SPECIAL CREDENTIAL CLASSES* OR CERTIFICATE PROGRAM | DIVISION OR DEPARTMENT | FUNDING SOURCE | | | PROGRAM LEADING TO A CREDENTIAL | | | | TARGET POPULATION SERVED BY EACH PROGRAM | NUMBER OF PERSONS SERVED BY EACH PROGRAM | FACULTY TIME ALLOCATION | EST. EXPENDITURES FOR PROGRAM 1. CURRENT 2. EARLY FISCAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | FEDERAL | STATE | LOCAL | NO | PRE-SERVICE | IN-SERVICE | YES | | | | |
| 1. U.C., Davis | a. Elementary (Bilingual/Cross-cultural Spanish Program) | a) Education | | | a)X | | a)X | | a) X | a) Mexican-American | a)1974-75: 8<br>Fall '75:11 | a) .89 FTE<br>1.5 FTE | a)#1: $10,100<br>#2: $20,600 |
| 2. | b) Middle Grades 4-9 (Bilingual/Cross-cultural Spanish Program) | b) Education | | | b)X | | b)X | | b) X | b) Mexican-American | b)1974-75:14<br>[NO PROGRAM IN FALL 1975----] | b)1.0 FTE | b)#1: $13,400 |
| 3. | c) Bicultural Program | c) Applied Behavioral Sciences | X | X | | X | X | | | c) American Indian | 128 | 3.30 | (1) $20,165<br>(2) $60,000 |
| 4. | d) Bicultural Program | d) Applied Behavioral Sciences | X | X | | X | X | | | d) Asian Americans | 110 | 4.00 | (1) $20,165<br>(2) $61,500 |
| 5. | a.<br>b.<br>c. | | | | | | | | | | | | |

*Briefly describe the emphasis or focus of each special class or organized program listed above on a separate sheet.

EACH ☐ Regents of the University of California ☐ [illegible]

☐ State Department of Education ☐ Trustees of the California State Universities and Colleges

| LOCATION(S) OF PROGRAM(S) (COLLEGE/ UNIVERSITY) | NAME OF SPECIAL CREDENTIAL CLASSES* OR CERTIFICATE PROGRAM | DIVISION OR DEPARTMENT | FUNDING SOURCE | | | PROGRAM LEADING TO A CREDENTIAL | | | | TARGET POPULATION SERVED BY EACH PROGRAM | NUMBER OF PERSONS SERVED BY EACH PROGRAM | FACULTY TIME ALLOCATION | [illegible] LEGISLATIVE PER PROGRAM [illegible] FACULTY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | FEDERAL | STATE | LOCAL | NO | PRE-SERVICE | IN-SERVICE | YES | | | | |
| 1. U.C., Irvine | a) Bilingual/Cross-cultural Specialist Credential, multiple subject. | a)& b):Teacher Education (in conjunction with Spanish | | X | | | X | X | X** | Chicano | 22 | a)&b): Approximately .5 FTE Direct hire, | a)& b): $7,000 for Direct hire (plus divided |
| 2. | b) Bilingual/Cross-cultural Specialist Credential, single subject. | Dept. & Program in Comparative Culture). | | X | | | X | X | X** | Chicano | 19 | plus approximately 1.0 FTE divided among several people. | teaching load). |
| 3. | a.<br>b.<br>c. | | | | | | | | | | | | |
| 4. | a.<br>b.<br>c. | | | | | | | | | | | | |
| 5. | a.<br>b.<br>c. | | | | | | | | | | | | |

*Briefly describe the emphasis or focus of each special class or organized program listed above on a separate sheet.

**This credential is a credential on top of the regular teaching credential, thus the person who completes it will have both a regular teaching credential and a Bilingual/Cross-cultural Specialist Credential.

FROM: [ ] Regents of the University of California [ ] Board of Directors of [illegible]

[ ] State Department of Education [ ] Trustees of the California State Universities and Colleges

| LOCATION(S) OF PROGRAM(S) (COLLEGE/ UNIVERSITY) | NAME OF SPECIAL CREDENTIAL CLASSES* OR CERTIFICATE PROGRAM | DIVISION OR DEPARTMENT | FUNDING SOURCE | | | PROGRAM LEADING TO A CREDENTIAL | | | | TARGET POPULATION SERVED BY EACH PROGRAM | NUMBER OF PERSONS SERVED BY EACH PROGRAM | FACULTY TIME ALLOCATION | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | FEDERAL | STATE | LOCAL | NO | PRE-SERVICE | IN-SERVICE | YES | | | | |
| 1. U.C., Los Angeles | a. Multiple & Single Subject Instructional Programs | Education | | X | | | X | | X | Undergraduate & postbaccalaureate students seeking | Total of 250 per year | Instructional FTE: 1.0<br>Supervision FTE: .80 | (All hard money-- One academic year)<br>Support funds: (estimate) $5,138<br>Instructional: $12,708.92<br>Supervision: $19,024 |
| 2. | a.<br>b.<br>c. | | | | | | | | | instructional credentials | (40 per yr for Team C within above tota) | | |
| 3. | a.<br>b.<br>c. | | | | | | | | | | | | |
| 4. | a.<br>b.<br>c. | | | | | | | | | | | | *TOTAL: $37,170.92 |
| 5. | a.<br>b.<br>c. | | | | | | | | | | | | |

*Briefly describe the emphasis or focus of each special class or organized program listed above on a separate sheet.

**Above data include both Team "C" and the required crosscultural modules in the Teacher Education Program.

☐ Regents of the University of California ☐ —

☐ State Department of Education ☐ Trustees of the California State Universities and Colleges

| LOCATION(S) OF PROGRAM(S) (COLLEGE/ UNIVERSITY) | NAME OF SPECIAL CREDENTIAL CLASSES* OR CERTIFICATE PROGRAM | DIVISION OR DEPARTMENT | FUNDING SOURCE | | | PROGRAM LEADING TO A CREDENTIAL | | | | TARGET POPULATION SERVED BY EACH PROGRAM | NUMBER OF PERSONS SERVED BY EACH PROGRAM | FACULTY TIME ALLOCATION | TOTAL EXPENDITURE FOR PROGRAM 1. CURRENT BUDGET 2. NEXT BUDGET |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | FEDERAL | STATE | LOCAL | NO | PRE-SERVICE | IN-SERVICE | YES | | | | |
| 1. U.C., Riverside | a. Multiple-Subject<br>b. Multiple-Subject<br>c. Single-Subject | Mex-Am Studies<br>School of Educ.<br>School of Educ. | | X<br>X<br>X | | | X<br>X<br>X | | X<br>X<br>X | Mexican-American | (accurate info. not avail.)<br>89<br>57 | --<br>4<br>3 | ----<br>approx. $70,000<br>approx. $60,000 |
| 2. | a.<br>b.<br>c. | | | | | | | | | | | | |
| 3. | a.<br>b.<br>c. | | | | | | | | | | | | |
| 4. | a.<br>b.<br>c. | | | | | | | | | | | | |
| 5. | a.<br>b.<br>c. | | | | | | | | | | | | |

*Briefly describe the emphasis or focus of each special class or organized program listed above on a separate sheet.

☐ [illegible] of the University of California ☐

☐ State Department of Education ☐ Trustees of the California State Universities and Colleges

| LOCATION(S) OF PROGRAM(S) (COLLEGE/ UNIVERSITY) | NAME OF SPECIAL CREDENTIAL CLASSES* OR CERTIFICATE PROGRAM | DIVISION OR DEPARTMENT | FUNDING SOURCE | | | PROGRAM LEADING TO A CREDENTIAL | | | | TARGET POPULATION SERVED BY EACH PROGRAM | NUMBER OF PERSONS SERVED BY EACH PROGRAM | FACULTY TIME ALLOCATION | TOTAL EXPENDITURE PER PROGRAM 1. 2. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | FEDERAL | STATE | LOCAL | NO | PRE-SERVICE | IN-SERVICE | YES | | | | |
| 1. U.C., San Diego | Multi-Subject Credential with focus on Crosscultural & Child-centered education** | Teacher Education Program (Interdisciplinary Program) | | X | | | X | | X | Undergraduates Only | 50 | 3.0 FTE | $53,000 (Hard) |
| 2. | | | | | | | | | | | | | |
| 3. | a.<br>b.<br>c. | | | | | | | | | | | | |
| 4. | a.<br>b.<br>c. | | | | | | | | | | | | |
| 5. | a.<br>b.<br>c. | | | | | | | | | | | | |
| [illegible] | | | | | | | | | | | | | |

*Briefly describe the emphasis or focus of each special class or organized program listed above on a separate sheet.

**Currently seeking approval to include an optional bilingual component.

☐ Regents of the University of California

☐ State Department of Education

☐ Trustees of the California State Universities and Colleges

| LOCATION(S) OF PROGRAM(S) (COLLEGE/ UNIVERSITY) | NAME OF SPECIAL CREDENTIAL CLASSES* OR CERTIFICATE PROGRAM | DIVISION OR DEPARTMENT | FUNDING SOURCE | | | PROGRAM LEADING TO A CREDENTIAL | | | | TARGET POPULATION SERVED BY EACH PROGRAM | NUMBER OF PERSONS SERVED BY EACH PROGRAM | FACULTY TIME ALLOCATION | EST. EXPENDITURES PER PROGRAM (A. STATE MONEY B. RATE BASIS) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | FEDERAL | STATE | LOCAL | NO | PRE-SERVICE | IN-SERVICE | YES | | | | |
| 1. U.C., Santa Barbara | Specialist Credential in Bilingual/ Crosscultural Education | Education | | Univ. Only | | | | | X | Mexican American | 20-25 | 2.0 | Approximately $35,000 (All Hard money) |
| 2. | | | | | | | | | | | | | |
| 3. | a.<br>b.<br>c. | | | | | | | | | | | | |
| 4. | a.<br>b.<br>c. | | | | | | | | | | | | |
| 5. | a.<br>b.<br>c. | | | | | | | | | | | | |

*Briefly describe the emphasis or focus of each special class or organized program listed above on a separate sheet.

☐ Regents of the University of California

☐ State Department of Education

☐ Trustees of the California State Universities and Colleges

| LOCATION(S) OF PROGRAM(S) (COLLEGE/ UNIVERSITY) | NAME OF SPECIAL CREDENTIAL CLASSES* OR CERTIFICATE PROGRAM | DIVISION OR DEPARTMENT | FUNDING SOURCE | | | PROGRAM LEADING TO A CREDENTIAL | | | | TARGET POPULATION SERVED BY EACH PROGRAM | NUMBER OF PERSONS SERVED BY EACH PROGRAM | FACULTY TIME ALLOCATION | TOTAL EXPENDITURE PER PROGRAM 1. 2. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | FEDERAL | STATE | LOCAL | NO | PRE-SERVICE | IN-SERVICE | YES | | | | |
| 1. U.C., Santa Cruz | a) Graduate intern Multiple & single subject credential | Teacher Education | | | | | | X | X | Primarily Mexican-also Black-American Anglo | 17 Interns<br>Many students | 1 1/2 Full-Time | Approximately:<br>$16,000 (Soft)<br>$ 8,000 (Hard) |
| 2. | b) Undergraduate Pre-service Teaching and Counseling | Teacher Education | X | | | | X | | X | Mexican-American Anglo | 40 | 2 1/2 Full-Time | Approximately:<br>$30,000 |
| 3. | c) Undergraduate Student Teaching | Teacher Education | | | | | X | | X | Mexican-American Anglo Black | Approx: 400/yr pre-requisite courses and 35-40 student teachers | 4 Full-Time | Approximately:<br>$ 8,000 (Soft)<br>$75,000 (Hard) |
| 4. | a.<br>b.<br>c. | | | | | | | | | | | | |
| 5. | a.<br>b.<br>c. | | | | | | | | | | | | |

*Briefly describe the emphasis or focus of each special class or organized program listed above on a separate sheet.

APPENDIX G

# BILINGUAL PROGRAM ACTIVITY

# THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

# FOR 1975

Submitted to the

Commission for Teacher Preparation and Licensing

January 13, 1976

BILINGUAL PROGRAM ACTIVITY IN
THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
FOR 1975

Section 5768 of the California Education Code requires that the Trustees of The California State University and Colleges report annually to the Commission for Teacher Preparation and Licensing "with reference to their programs in bilingual crosscultural teacher training. Such report shall include information on special classes or programs leading to a bilingual-crosscultural teaching credential, preservice or inservice programs offered by these institutions to bilingual teachers or teacher aides, and the number of persons enrolled in such programs." The following report attempts to address the above considerations. Additional information is provided concerning programs funded under Federal programs in the Elementary and Secondary Education Act (ESEA), Title VII, the California Teacher Corps Program authorized under AB 2817, and other programs designed to prepare teachers for bilingual classrooms.

Since January 1975, when there were eight approved specialist credential programs available in the CSUC system, three additional programs have been approved. These credentials are now available on CSUC campuses at Bakersfield, Chico, Dominguez Hills, Long Beach, Los Angeles, Northridge, Sacramento, San Diego, San Francisco, San Jose and Sonoma. Additional campuses have submitted program proposals to the Commission or intend to do so in 1976.

In addition to approved specialist credential programs, bilingual emphasis programs, which permit students to obtain bilingual competence as part of regular multiple and single subjects credential programs, have been approved by the Commission in 1975. Nine CSUC campuses have developed and implemented these emphasis programs, usually in conjunction with provisions of AB 2817, the Bilingual Teacher Corps Program. The nine CSUC campuses are currently the only four-year institutions of higher education in California which have been approved by the Commission to offer these programs, and eight of these have been approved by the State Board of Education to receive funds for bilingual emphasis programs under AB 2817.

Grant monies to the campuses under AB 2817 total $579,700. Except for a small portion for administration of the program, all funds are awarded to students completing baccalaureate programs as part of a bilingual career ladder which begins at the community college level.

A total of seven CSUC campuses will receive federal funds in 1975-76 under ESEA Title VII for a wide variety of projects in bilingual education. Activities include a materials develop-

ment project at Pomona, a resource center at San Diego, numerous undergraduate and graduate fellowships on several campuses, faculty development and in-service teacher training programs, and other related programs. In addition, campuses have viewed a number of grants from various private sources, as indicated on the attached summary.

It is evident that the California State University and Colleges campuses have made a good deal of recent progress in implementing programs to prepare bilingual teachers. Provisions for developing bilingual specialist credential programs were first approved only two and a half years ago, in May 1973, by the Commission for Teacher Preparation and Licensing. All nine approved bilingual emphasis programs have been implemented in one year, 1975, and several additional campuses are expected to submit such programs in the coming year. Additional specialist credential programs are also anticipated.

As with most new credential or degree programs on the campuses, the number of graduates during initial years of implementation is not large. However, it is expected that student grants now available from state and federal sources will serve to significantly increase the numbers of students graduating from these programs. In addition, school districts continue to report shortages for teachers with bilingual capabilities, even in a time of sharply reduced demand for teachers as compared with demand levels reported in the late 1960's. Both of these influences are expected to encourage the interest in bilingual education on the campuses.

SUMMARY

## Additional Campus Programs in Bilingual Education

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| Bakersfield: | The campus AB 2817 program enrolls 30 students under a consortium with Bakersfield and Porterville Community Colleges. Target language for the program is Spanish. A total of $56,100 is available under the program. Eight students are currently enrolled in the MA concentration in bilingual education. |
| Chico: | A year-round Mini-Corps program enrolls thirty Spanish-speaking students. The bilingual specialist credential is also designed for Spanish-speaking students. |
| Dominguez Hills: | Fifteen trainees are enrolled in the AB 2817 program under a grant of $28,050. A bilingual specialization is available under the MA in Education. |
| Fresno: | The campus offers a Master of Arts degree in Linguistics with options in Spanish-English bilingualism, Black dialect or teaching English as a foreign language. |
| Fullerton: | Spanish is the target language of the campus projected bilingual emphasis program. The ESEA Title VII project will provide in-service training for teachers currently employed in surrounding schools. |
| Hayward: | Fifty-five students are currently enrolled in the option in multicultural education under the MA in Education. Ten students are enrolled in the AB 2817 program, which is funded for $18,700. A bilingual specialist credential has been submitted to the Commission for approval. The Title VII grant of $100,000 is for Institutional Capacity Development. |
| Humboldt: | The institution does not anticipate development of bilingual programs in the near future. |
| Long Beach: | The campus approved single subject bilingual emphasis program is now the only such offering in California. The English Department offers a certificate program in English as a Second Language. An interdisciplinary MA in Bilingual Studies is also available. |

Los Angeles: A concentration in bilingual/crosscultural education is offered under the MA in Education. The bilingual specialist credential is available with concentrations in Spanish, Japanese and Cantonese. Four faculty members are completing Spanish language training under a $140,589 grant from the Bilingual Training of Bilingual Teacher Trainers and Teachers program. The campus Career Opportunity Program grant for $274,327 has twenty-five students enrolled.

Northridge: The MA in Education offers concentrations in Bilingual Bicultural Education and Chicano Studies. Operation Chicano Teacher, under a $350,000 grant from the Ford Foundation, enrolls 150 students.

Pomona: The campus Title VII project is a ten-year program designed to provide Spanish and Portuguese language multi-media materials for grades 7 through 9 in Social Studies and for grades 10 through 12 in Science and Mathematics.

Sacramento: A Chicano Education track is offered under the MA in Social Studies. A bilingual emphasis is provided under the MS in Counseling and Spanish and Cantonese emphases are provided. Concentrations in Chicano and Asian American Studies are offered under the BA in Ethnic Studies. Students completing the bilingual specialist credential may emphasize Chinese, Japanese, Portuguese, Spanish, Native American or Black American language areas. In addition to the $300,000 available under the Title VII grant, the campus has received $58,000 for a longitudinal research study on the implementation and impact of the Bilingual Fellowship Program.

San Bernardino: A certificate program is now offered in bilingual/crosscultural studies, and fifteen students are enrolled. The campus plans to seek approval for a bilingual specialist credential program.

San Diego: The MA in Education provides an option in bilingual education. Target languages of the bilingual specialist credential are Spanish, Tagalog and Native American. The campus has obtained a Title VII specialist grant of $1,079,293 for a resource center and teacher training consortium designed for multi-district, multi-community

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| | college effort to prepare bilingual teachers in pre- and in-service programs and to develop learning materials and resources. The campus also operates a migrant Mini-Corps Teacher Training project. |
| San Francisco: | A concentration in English as a Second Language is offered under the Master of Arts in English. An MA in Education is offered in Specialist Interest areas, including bilingual education. The bilingual specialist credential will initially be available in Spanish and Chinese, with planned development to include Japanese and Tagalog. |
| San Jose: | In the spring of 1976, the campus plans to enroll thirty-five teachers in an in-service program known as the Monterey County Bilingual Consortium. Another such program is also planned for Spring to enroll thirty-five San Jose Unified School District administrators in a Spanish language training program. The campus has obtained a $220,000 grant for training Teacher Corps participants. |
| San Luis Obispo: | Although the campus does not offer a formal program in bilingual education, several courses are available in the School of Education which emphasize teaching in minority classrooms. |
| Sonoma: | The campus bilingual specialist credential program is aimed at Spanish speaking students. A bilingual emphasis program is in the planning stages. |
| Stanislaus: | A bilingual emphasis program is planned for development in the 1975-76 academic year. |

SUMMARY

Student Enrollment in Bilingual Education in
The California State University and Colleges, 1975

1. Total students admitted to bilingual emphasis program: 119

   Projected total students completing emphasis programs in:

   1975-76 - 240
   1976-77 - 345
   1977-78 - 515

2. Total students admitted to bilingual specialist programs: 480

   Projected total students completing bilingual specialist programs in:

   1975-76 - 240
   1976-77 - 403
   1977-78 - 550

3. Estimated total students with bilingual capabilities currently enrolled in teacher preparation programs at all levels:

| Language | Students |
|---|---|
| Spanish | 1,259 |
| Cantonese | 160 |
| Portuguese | 31 |
| Japanese | 120 |
| Tagalog | 23 |
| Other | 149 |

4. Total faculty in CSUC Schools of Education involved in bilingual teacher preparation who are proficiently bilingual:

   Full-time - 100 Part-time - 43

| Language | Students |
|---|---|
| Spanish | 102 |
| Cantonese | 10 |
| Portuguese | 6 |
| Japanese | 7 |
| Tagalog | 4 |
| Other | 14 |
| Total | 143 |